Roberta Michnick Golinkoff

List of Publications by Year
in descending order

152 papers	10,096 citations	31976 53 h-index	39675 94 g-index

152 all docs	152 docs citations	152 times ranked	4722 citing authors

#	Article	IF	Citations
1	Putting Education in â€œEducationalâ€•Apps. Psychological Science in the Public Interest: A Journal of the American Psychological Society, 2015, 16, 3-34.	10.7	628
2	The Contribution of Early Communication Quality to Low-Income Childrenâ€™s Language Success. Psychological Science, 2015, 26, 1071-1083.	3.3	542
3	The eyes have it: lexical and syntactic comprehension in a new paradigm. Journal of Child Language, 1987, 14, 23-45.	1.2	511
4	Early object labels: the case for a developmental lexical principles framework. Journal of Child Language, 1994, 21, 125-155.	1.2	473
5	Mommy and Me. Psychological Science, 2005, 16, 298-304.	3.3	371
6	Language Matters: Denying the Existence of the 30â€‰Millionâ€‰Word Gap Has Serious Consequences. Child Development, 2019, 90, 985-992.	3.0	258
7	Identifying Pathways Between Socioeconomic Status and Language Development. Annual Review of Linguistics, 2017, 3, 285-308.	2.3	245
8	Once Upon a Time: Parentâ€“Child Dialogue and Storybook Reading in the Electronic Era. Mind, Brain, and Education, 2013, 7, 200-211.	1.9	241
9	Contributions of executive function and spatial skills to preschool mathematics achievement. Journal of Experimental Child Psychology, 2014, 126, 37-51.	1.4	227
10	(Baby)Talk to Me. Current Directions in Psychological Science, 2015, 24, 339-344.	5.3	224
11	Guided Play: Where Curricular Goals Meet a Playful Pedagogy. Mind, Brain, and Education, 2013, 7, 104-112.	1.9	221
12	â€˜I beg your pardon?â€™: the preverbal negotiation of failed messages. Journal of Child Language, 1986, 13, 455-476.	1.2	216
13	Word Learning in Infant- and Adult-Directed Speech. Language Learning and Development, 2011, 7, 185-201.	1.4	209
14	Guided Play. Current Directions in Psychological Science, 2016, 25, 177-182.	5.3	207
15	I. What Does it Take to Learn a Word?. Monographs of the Society for Research in Child Development, 2000, 65, 1-16.	6.8	193
16	Novel Noun and Verb Learning in Chineseâ€‐English‐ and Japaneseâ€‐Speaking Children. Child Development, 2008, 79, 979-1000.	3.0	186
17	The Birth of Words: Ten-Month-Olds Learn Words Through Perceptual Salience. Child Development, 2006, 77, 266-280.	3.0	167
18	Measuring success: Within and cross-domain predictors of academic and social trajectories in elementary school. Early Childhood Research Quarterly, 2019, 46, 112-125.	2.7	155

#	Article	IF	Citations
19	Block Talk: Spatial Language During Block Play. Mind, Brain, and Education, 2011, 5, 143-151.	1.9	146
20	Conceptual split? Parents' and experts' perceptions of play in the 21st century. Journal of Applied Developmental Psychology, 2008, 29, 305-316.	1.7	135
21	How Reading Books Fosters Language Development around the World. Child Development Research, 2012, 2012, 1-15.	1.9	130
22	How toddlers begin to learn verbs. Trends in Cognitive Sciences, 2008, 12, 397-403.	7.8	113
23	Learning on hold: Cell phones sidetrack parent-child interactions.. Developmental Psychology, 2017, 53, 1428-1436.	1.6	112
24	Twenty-Five Years Using the Intermodal Preferential Looking Paradigm to Study Language Acquisition. Perspectives on Psychological Science, 2013, 8, 316-339.	9.0	109
25	Finding the missing piece: Blocks, puzzles, and shapes fuel school readiness. Trends in Neuroscience and Education, 2014, 3, 7-13.	3.1	109
26	IV. NIH TOOLBOX COGNITION BATTERY (CB): MEASURING LANGUAGE (VOCABULARY COMPREHENSION AND) Tj ETQq0 0 0 rgBT /Overl	6.8	107
27	An image is worth a thousand words: why nouns tend to dominate verbs in early word learning. Developmental Science, 2011, 14, 181-189.	2.4	98
28	A developmental shift from similar to language-specific strategies in verb acquisition: A comparison of English, Spanish, and Japanese. Cognition, 2010, 114, 299-319.	2.2	97
29	Infants discriminate manners and paths in non-linguistic dynamic events. Cognition, 2008, 108, 825-830.	2.2	95
30	Young children extend novel words at the basic level: Evidence for the principle of categorical scope.. Developmental Psychology, 1995, 31, 494-507.	1.6	92
31	Children With Autism Illuminate the Role of Social Intention in Word Learning. Child Development, 2007, 78, 1265-1287.	3.0	92
32	Fast mapping word meanings across trials: Young children forget all but their first guess. Cognition, 2018, 177, 177-188.	2.2	89
33	Focusing on the relation: fewer exemplars facilitate children's initial verb learning and extension. Developmental Science, 2008, 11, 628-634.	2.4	87
34	Infants Segment Continuous Events Using Transitional Probabilities. Child Development, 2014, 85, 1821-1826.	3.0	87
35	The perception of handshapes in American Sign Language. Memory and Cognition, 2005, 33, 887-904.	1.6	86
36	Imageability predicts the age of acquisition of verbs in Chinese children. Journal of Child Language, 2009, 36, 405-423.	1.2	83

#	Article	IF	Citations
37	Perceptual Narrowing of Linguistic Sign Occurs in the 1st Year of Life. Child Development, 2012, 83, 543-553.	3.0	82
38	Talking Shape: Parental Language With Electronic Versus Traditional Shape Sorters. Mind, Brain, and Education, 2015, 9, 136-144.	1.9	82
39	Infant-directed speech facilitates lexical learning in adults hearing Chinese: implications for language acquisition. Journal of Child Language, 1995, 22, 703-726.	1.2	80
40	Supermarket Speak: Increasing Talk Among Lowâ€Socioeconomic Status Families. Mind, Brain, and Education, 2015, 9, 127-135.	1.9	78
41	Multilingual Children: Beyond Myths and Toward Best Practices and commentaries. Social Policy Report, 2013, 27, 1-37.	3.2	75
42	One Cow Does Not an Animal Make: Young Children Can Extend Novel Words at the Superordinate Level. Child Development, 2001, 72, 1674-1694.	3.0	72
43	Baby Wordsmith. Current Directions in Psychological Science, 2006, 15, 30-33.	5.3	71
44	Learning Landscapes: Playing the Way to Learning and Engagement in Public Spaces. Education Sciences, 2018, 8, 74.	2.6	71
45	Lexical Principles May Underlie the Learning of Verbs. Child Development, 1996, 67, 3101.	3.0	69
46	Theory of Mind: a Hidden Factor in Reading Comprehension?. Educational Psychology Review, 2018, 30, 1067-1089.	8.4	69
47	Trading Spaces: Carving up Events for Learning Language. Perspectives on Psychological Science, 2010, 5, 33-42.	9.0	67
48	Language Development in the First Year of Life. Otology and Neurotology, 2016, 37, e56-e62.	1.3	65
49	Influences of vowel and tone variation on emergent word knowledge: a crossâ€linguistic investigation. Developmental Science, 2014, 17, 94-109.	2.4	64
50	Examining the Acquisition of VocabularyÂKnowledge Depth AmongÂPreschool Students. Reading Research Quarterly, 2016, 51, 181-198.	3.3	64
51	The language of play: Developing preschool vocabulary through play following shared book-reading. Early Childhood Research Quarterly, 2018, 45, 1-17.	2.7	63
52	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. Child Development, 1994, 65, 1163-1177.	3.0	62
53	The parent advantage in fostering children's e-book comprehension. Early Childhood Research Quarterly, 2018, 44, 24-33.	2.7	58
54	Shovels and swords: How realistic and fantastical themes affect children's word learning. Cognitive Development, 2015, 35, 1-14.	1.3	57

#	Article	IF	Citations
55	Novel Word Learning in Bilingual and Monolingual Infants: Evidence for a Bilingual Advantage. Child Development, 2018, 89, e183-e198.	3.0	57
56	New Insights Into Old Puzzles From Infants' Categorical Discrimination of Soundless Phonetic Units. Language Learning and Development, 2006, 2, 147-162.	1.4	56
57	More than just fun: a place for games in playful learning / MÃ¡s que diversiÃ³n: el lugar de los juegos reglados en el aprendizaje lÃºdico. Infancia Y Aprendizaje, 2017, 40, 191-218.	0.9	55
58	Two-Year-Olds Readily Learn Multiple Labels for the Same Basic-Level Category. Child Development, 1994, 65, 1163.	3.0	54
59	Young children can extend motion verbs to point-light displays.. Developmental Psychology, 2002, 38, 604-614.	1.6	53
60	Mise en place: setting the stage for thought and action. Trends in Cognitive Sciences, 2014, 18, 276-278.	7.8	50
61	Evaluating socioeconomic gaps in preschoolersâ€™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). Early Childhood Research Quarterly, 2020, 50, 114-128.	2.7	50
62	Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. Early Childhood Research Quarterly, 2019, 47, 341-356.	2.7	47
63	Building Semantic Networks: The Impact of a Vocabulary Intervention on Preschoolersâ€™ Depth of Word Knowledge. Reading Research Quarterly, 2019, 54, 41-61.	3.3	43
64	Action Speaks Louder Than Words: Young Children Differentially Weight Perceptual, Social, and Linguistic Cues to Learn Verbs. Child Development, 2007, 78, 1322-1342.	3.0	42
65	Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. Mind, Brain, and Education, 2016, 10, 71-80.	1.9	42
66	Preschoolers Benefit Equally From Video Chat, Pseudo-Contingent Video, and Live Book Reading: Implications for Storytime During the Coronavirus Pandemic and Beyond. Frontiers in Psychology, 2020, 11, 2158.	2.1	42
67	How educational are â€œeducationalâ€•apps for young children? App store content analysis using the Four Pillars of Learning framework. Journal of Children and Media, 2021, 15, 526-548.	1.7	42
68	Where language meets attention: How contingent interactions promote learning. Developmental Review, 2021, 60, 100961.	4.7	42
69	24. Meeting Children Where They Are: Adaptive Contingency Builds Early Communication Skills. , 2016, , 601-628.		38
70	The Shape of Things: The Origin of Young Childrenâ€™s Knowledge of the Names and Properties of Geometric Forms. Journal of Cognition and Development, 2016, 17, 142-161.	1.3	37
71	Modeling the contribution of phonotactic cues to the problem of word segmentation. Journal of Child Language, 2010, 37, 487-511.	1.2	34
72	Piecing together the role of a spatial assembly intervention in preschoolersâ€™ spatial and mathematics learning: Influences of gesture, spatial language, and socioeconomic status.. Developmental Psychology, 2020, 56, 686-698.	1.6	33

#	Article	IF	Citations
73	More than just a game: Transforming social interaction and STEM play with Parkopolis.. Developmental Psychology, 2020, 56, 1041-1056.	1.6	33
74	IV. RESULTSâ€"LINKS BETWEEN SPATIAL ASSEMBLY, LATER SPATIAL SKILLS, AND CONCURRENT AND LATER MATHEMATICAL SKILLS. Monographs of the Society for Research in Child Development, 2017, 82, 71-80.	6.8	32
75	Active learning: â€œHands-onâ€•meets â€œminds-onâ€• Science, 2021, 374, 26-30.	12.6	32
76	Effects of Teacher-Delivered Book Reading and Play on Vocabulary Learning and Self-Regulation among Low-Income Preschool Children. Journal of Cognition and Development, 2019, 20, 136-164.	1.3	31
77	Effects of geometric toy design on parentâ€“child interactions and spatial language. Early Childhood Research Quarterly, 2019, 46, 126-141.	2.7	31
78	Six Principles of Language Development: Implications for Second Language Learners. Developmental Neuropsychology, 2014, 39, 404-420.	1.4	30
79	Parents' and experts' awareness of learning opportunities in children's museum exhibits. Journal of Applied Developmental Psychology, 2017, 49, 39-45.	1.7	29
80	Play-and-learn spaces: Leveraging library spaces to promote caregiver and child interaction. Library and Information Science Research, 2020, 42, 101002.	2.0	29
81	How do preschoolers express cause in gesture and speech?. Cognitive Development, 2010, 25, 56-68.	1.3	28
82	Who is crossing where? Infantsâ€™ discrimination of figures and grounds in events. Cognition, 2011, 121, 176-195.	2.2	27
83	Beyond talk: Contributions of quantity and quality of communication to language success across socioeconomic strata. Infancy, 2021, 26, 123-147.	1.6	26
84	Vacuuming with my mouth?: Children's ability to comprehend novel extensions of familiar verbs. Cognitive Development, 2009, 24, 113-124.	1.3	25
85	A long-term predictive validity study: Can the CDI Short Form be used to predict language and early literacy skills four years later?. Journal of Child Language, 2013, 40, 821-835.	1.2	25
86	An Eye-Tracking Study of Receptive Verb Knowledge in Toddlers. Journal of Speech, Language, and Hearing Research, 2018, 61, 2917-2933.	1.6	21
87	Children and Screens. Annual Review of Developmental Psychology, 2020, 2, 69-92.	2.9	21
88	A goal bias in action: The boundaries adults perceive in events align with sites of actor intent.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 916-927.	0.9	21
89	Young children can extend motion verbs to point-light displays.. Developmental Psychology, 2002, 38, 604-614.	1.6	21
90	Individual differences in nonlinguistic event categorization predict later motion verb comprehension. Journal of Experimental Child Psychology, 2016, 151, 18-32.	1.4	20

#	Article	IF	Citations
91	Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes. Early Childhood Research Quarterly, 2016, 36, 358-365.	2.7	20
92	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. Early Childhood Research Quarterly, 2021, 55, 1-14.	2.7	20
93	Urban Thinkscape: Infusing Public Spaces with STEM Conversation and Interaction Opportunities. Journal of Cognition and Development, 2020, 21, 125-147.	1.3	18
94	Three-year-oldsâ€™ spatial language comprehension and links with mathematics and spatial performance.. Developmental Psychology, 2020, 56, 1894-1905.	1.6	18
95	â€˜Mommy sockâ€™: the child's understanding of possession as expressed in two-noun phrases. Journal of Child Language, 1980, 7, 119-135.	1.2	16
96	The case for semantic relations: evidence from the verbal and nonverbal domains. Journal of Child Language, 1981, 8, 413-437.	1.2	16
97	What makes communication run? Characteristics of immediate successes. First Language, 1988, 8, 103-124.	1.2	16
98	Playing With Ideas: Evaluating the Impact of the Ultimate Block Party, a Collective Experiential Intervention to Enrich Perceptions of Play. Child Development, 2017, 88, 1419-1434.	3.0	16
99	Associations of 3-year-oldsâ€™ Block-building Complexity with Later Spatial and Mathematical Skills. Journal of Cognition and Development, 2020, 21, 383-405.	1.3	14
100	Shape up: An eye-tracking study of preschoolersâ€™ shape name processing and spatial development.. Developmental Psychology, 2017, 53, 1869-1880.	1.6	14
101	Prelinguistic foundations of verb learning: Infants discriminate and categorize dynamic human actions. Journal of Experimental Child Psychology, 2016, 151, 77-95.	1.4	13
102	Beyond counting words: A paradigm shift for the study of language acquisition. Child Development Perspectives, 2021, 15, 274-280.	3.9	13
103	Examining the impact of childrenâ€™s exploration behaviors on creativity. Journal of Experimental Child Psychology, 2021, 207, 105091.	1.4	12
104	Trends and Transitions in Language Development: Looking for the Missing Piece. Developmental Neuropsychology, 1999, 16, 139-162.	1.4	10
105	Can a microwave heat up coffee? How English- and Japanese-speaking children choose subjects in lexical causative sentences. Journal of Child Language, 2016, 43, 993-1019.	1.2	10
106	Questions in a Lifeâ€Sized Board Game: Comparing Caregivers' and Children's Questionâ€Asking across STEM Museum Exhibits. Mind, Brain, and Education, 2021, 15, 199-210.	1.9	10
107	Enhancing spatial skills of preschoolers from underâ€resourced backgrounds: A comparison of digital app vs. concrete materials. Developmental Science, 2022, 25, e13148.	2.4	10
108	A matter of principle: Applying language science to the classroom and beyond.. Translational Issues in Psychological Science, 2017, 3, 5-18.	1.0	10

#	Article	IF	Citations
109	Carving the World for Language: How Neuroscientific Research Can Enrich the Study of First and Second Language Learning. Developmental Neuropsychology, 2014, 39, 262-284.	1.4	9
110	Keeping the end in mind: Preliminary brain and behavioral evidence for broad attention to endpoints in pre-linguistic infants. , 2020, 58, 101425.		9
111	Categorization of dynamic realistic motion events: Infants form categories of path before manner. Journal of Experimental Child Psychology, 2016, 152, 54-70.	1.4	8
112	Considering Development in Developmental Disorders. Journal of Cognition and Development, 2016, 17, 568-583.	1.3	8
113	Living in Pasteurâ€™s Quadrant: How Conversational Duets Spark Language at Home and in the Community. Discourse Processes, 2018, 55, 338-345.	1.8	8
114	Theory of mind, mental state talk, and discourse comprehension: Theory of mind process is more important for narrative comprehension than for informational text comprehension. Journal of Experimental Child Psychology, 2021, 209, 105181.	1.4	8
115	Translating cognitive science in the public square. Trends in Cognitive Sciences, 2021, 25, 816-818.	7.8	8
116	Exploring the relations between child and word characteristics and preschoolers' word-learning. Journal of Applied Developmental Psychology, 2021, 77, 101332.	1.7	8
117	Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. First Language, 2019, 39, 433-461.	1.2	7
118	Assessing dual language learners of Spanish and English: Development of the QUILS: ES. Revista De Logopedia, Foniatria Y Audiologia, 2021, 41, 183-196.	0.5	7
119	Spatial thinking: Why it belongs in the preschool classroom.. Translational Issues in Psychological Science, 2020, 6, 271-282.	1.0	7
120	Carving Categories in a Continuous World: Preverbal Infants Discriminate Categorical Changes Before Distance Changes in Dynamic Events. Spatial Cognition and Computation, 2012, 12, 231-251.	1.2	6
121	Developer meets developmentalist: improving industryâ€“research partnerships in childrenâ€™s educational technology. Journal of Children and Media, 2018, 12, 227-235.	1.7	6
122	Children and parentsâ€™ physiological arousal and emotions during shared andÂindependent e-book reading: A preliminary study. International Journal of Child-Computer Interaction, 2022, 33, 100507.	3.5	6
123	Put Your Data to Use: Entering the Real World of Children and Families. Perspectives on Psychological Science, 2019, 14, 37-42.	9.0	5
124	King Solomon's Take on Word Learning: An Integrative Account from the Radical Middle. Advances in Child Development and Behavior, 2008, 36, 1-29.	1.3	4
125	Marketing toys without playing around. Young Consumers, 2012, 13, 381-391.	3.5	4
126	Does the Owl Fly Out of the Tree or Does the Owl Exit the Tree Flying? How L2 Learners Overcome Their L1 Lexicalization Biases. Language Learning and Development, 2016, 12, 42-59.	1.4	4

#	Article	IF	Citations
127	VI. DISCUSSION AND IMPLICATIONS: HOW EARLY SPATIAL SKILLS PREDICT LATER SPATIAL AND MATHEMATICAL SKILLS. Monographs of the Society for Research in Child Development, 2017, 82, 89-109.	6.8	4
128	Any way the wind blows: Childrenâ€™s inferences about force and motion events. Journal of Experimental Child Psychology, 2019, 177, 119-131.	1.4	4
129	The Influence of Exemplar Variability on Young Childrenâ€™s Construal of Verb Meaning. Language Learning and Development, 2023, 19, 249-274.	1.4	4
130	Do toddlers have label preferences? A possible explanation for word refusals. First Language, 2000, 20, 253-272.	1.2	3
131	Advances in pediatric hearing loss: A road to better language outcomes.. Translational Issues in Psychological Science, 2017, 3, 80-93.	1.0	3
132	Using Verb Extension to Gauge Childrenâ€™s Verb Meaning Construals: The Case of Chinese. Frontiers in Psychology, 2020, 11, 572198.	2.1	2
133	Feasibility of Computer-Administered Language Assessment. Perspectives on School-Based Issues, 2008, 9, 57-65.	0.1	2
134	Hypothesis 1: Are Children Sensitive to Multiple Cues for Word Learning?. Monographs of the Society for Research in Child Development, 2000, 65, 101-114.	6.8	1
135	III. RESULTS-CONSIDERING THE 2-D AND 3-D TRIALS OF THE TOSA SEPARATELY AND TOGETHER. Monographs of the Society for Research in Child Development, 2017, 82, 56-70.	6.8	1
136	Crossing to the other side: Language influences childrenâ€™s perception of event components. Cognition, 2019, 192, 104020.	2.2	1
137	â€œWhy Are There Big Squares and Little Squares?â€. , 2020, , 164-182.		1
138	Tuned in: Musical rhythm and social skills in adults. Psychology of Music, 2021, 49, 273-286.	1.6	1
139	Portrait of early science education in majority dual language learner classrooms: Where do we start?. Journal of Childhood Education & Society, 2021, 2, 235-266.	0.6	1
140	Playing for the Future. Advances in Early Childhood and K-12 Education, 2022, , 416-451.	0.2	1
141	Language Acquisition - Werner Deutsch (ed.), The child's construction of language. New York: Academic Press, 1981. Pp. x + 393.. Language in Society, 1983, 12, 548-551.	0.5	0
142	Wells G., Language development in the pre-school years. Cambridge: C.U.P., 1985. Pp. 484.. Journal of Child Language, 1987, 14, 179-186.	1.2	0
143	Have four module and eat it too!. Behavioral and Brain Sciences, 1991, 14, 561-561.	0.7	0
144	V. Volterra & C. J. Erting (eds), From gesture to language in hearing and deaf children. Berlin: Springer-Verlag; 1990. Pp. xv + 335.. Journal of Child Language, 1994, 21, 509-513.	1.2	0

#	Article	IF	Citations
145	VI. Is 12â€Monthâ€Old Word Learning Domainâ€General, Socially Determined, or Emergent?. Monographs of the Society for Research in Child Development, 2000, 65, 85-100.	6.8	0
146	JEAN MATTER MANDLER, The foundations of mind. New York: Oxford University Press, 2004. Pp. 359. ISBN 0-19-517200-0.. Journal of Child Language, 2005, 32, 702-708.	1.2	0
147	Late Japanese Bilingualsâ€™ Novel Verb Construal. Bilingualism, 2016, 19, 782-790.	1.3	0
148	A Commentary on Werker (2017): Limitations of the laboratory and the role of variability in language learning. Applied Psycholinguistics, 2018, 39, 746-753.	1.1	0
149	Pointing to success: Caregiversâ€™ beliefs about intelligence matter in their interactions with children. Evidence-Based Communication Assessment and Intervention, 2019, 13, 157-161.	0.6	0
150	Novel word learning at 21 months predicts receptive vocabulary outcomes in later childhood. Journal of Child Language, 2019, 46, 617-631.	1.2	0
151	Language Development: Overview. , 2020, , 228-236.		0
152	Beyond Translation: Caregiver Collaboration in Adapting an Early Language Intervention. Frontiers in Education, 2021, 6, .	2.1	0